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ASSESSING FOR SUCCESS: ENGLISH-MAJOR UNDERGRADUATES' ATTITUDE TOWARDS FORMATIVE ASSESSMENT

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ABSTRACT

The way that children learn and succeed academically is greatly influenced by assessment. Particularly, formative evaluation is becoming more widely acknowledged as a crucial teaching instrument that promotes ongoing learning, participation, and skill improvement. By encouraging engagement, giving ongoing feedback, and encouraging self-regulated learning, formative assessment is widely acknowledged as a potent technique for improving student learning. Undergraduate students' views towards formative assessment are investigated in this study, along with their opinions on its efficacy, equity, and influence on academic achievement. Adopting a quantitative approach, information was gathered from English-major undergraduates at Islamia College Peshawar via questionnaires. The results show that although most students agree that formative assessment helps them comprehend more, be more motivated, and feel less nervous when taking tests, some have reservations about how often it occurs, how subjective it is, and how it relates to summative assessments. The study also identifies differences in attitudes according to students' academic backgrounds and past evaluation experiences. The findings highlight the necessity for educators to create formative assessment procedures that are open, inclusive, and cohesive in order to optimise their efficacy. By providing insightful information for educators, legislators, and curriculum designers looking to improve student engagement and academic achievement using formative assessment techniques, this study adds to the larger conversation on assessment for learning.

Keywords: formative assessment, undergraduates, learning outcomes, teacher feedback, EIL

Introduction

In the rapidly evolving world of higher education, assessments are crucial. Teachers can use formative assessment to assess students' learning progress and comprehension of the material. According to Natsir (2022), an educational institution uses formative assessment to assess students' performance at a specific point in time in order to better understand their academic development. According to Natasha Crosby Kile (2021), assessments can be divided into two categories: formative and summative. Formative assessment is becoming more and more popular because it

tracks students' progress, while traditional evaluation methods have primarily focused on summative evaluation, which gauges how well students have studied a subject. At the end of the educational process, summative assessment provides a lens through which the validity of the educational program as a whole may be evaluated through final exams, comprehensive assignments, and projects that are conducted at the end of the term. Summative assessment is an evaluation of learning that occurs after a teaching unit or at a predetermined period of time. It measures students' abilities and performance in relation to the standards or norms (States, 2018). Typically, students do not receive feedback on their progress and achievement because it is conducted at the end of the session.

Students receive feedback during formative assessments that aids in their learning and facilitates comprehension (Surgenor, 2010). Formative assessment necessitates a cooperative approach between educators and learners. Teachers may recognise students' strengths, mistakes, and areas for progress with the use of formative evaluation. Additionally, it enables them to adapt their teaching methods in order to guarantee the pupils' success. Observations, oral questions, classroom discussions, projects, portfolios, assignments, group work with feedback from other students, student self-evaluation, quick writing, student reflection, and other pertinent sources are just a few of the activities that can be used to gather formative assessment data (staff, 2010).

Inadequate understanding and use of formative assessment methods at the university level has been identified as a problem in the educational setting. Instead of identifying areas in which students need to improve, changing teaching strategies, and giving students feedback on their learning—all of which improve performance, provide guidance, and motivate active participation—many educational institutions use formative assessment as a grading tool. Students' motivation and learning are positively impacted by assessment during the learning phase. As a result, the influence of formative evaluation is being discussed.

The function that assessments have in students' learning is vital. Students' learning objectives are the result of assessment. One evaluation technique that emphasises how periodic testing enhances students' learning results is formative assessment. Therefore, it is to comprehend the misapprehended idea of formative evaluation in terms of its efficacy, the influence of instructor feedback on students' learning outcomes, and their comprehension of the material.

Research Questions:

1. What impacts does teachers' feedback have on students' learning while using formative system of assessment?
2. Does the formative assessment measure student learning outcomes effectively?

Literature review

Assessment is a method used to evaluate student learning and progress, but it has become an instrument for comparing students and schools. Formative assessment, which involves self-evaluation by teachers or students, plays a significant role in encouraging continuous learning and growth. Black and Wiliam (1998) define

assessment as actions conducted by instructors or pupils, yielding data that can be used as feedback to adjust teaching methods and student learning activities. Ismail and Tini (2020) studied the impact of formative assessment on students' grades while learning English, finding that it significantly affects the validation of teaching methods and students' learning processes. However, it is important to note that the frequency of student acquisition varies across subjects and teachers, making it difficult to accurately measure.

Moyosore (2015) investigated the effect of formative assessment on secondary school pupils' performance in mathematics, finding that there was a notable variation in average accomplishment scores for students exposed to formative evaluation. The research recommends that school managers prioritize the use of formative evaluation systems by teachers and support their professional development to enhance their skills in constructing formative tests.

Ozan & Kincal (2018) conducted a mixed-method study on fifth-grade pupils' academic performance, attitudes toward social studies classes, and self-control abilities using a mixed-method technique. The findings showed that the group receiving formative evaluation demonstrated a greater level of academic proficiency and improved opinions than the class without it. Although formative evaluation had a favorable impact on self-regulation skills, there was no discernible difference between the groups under control and experimentation.

The study by Mehmood, Hussain, Khalid, and Azam (2012) investigated the impact of formative evaluation on secondary school students' classroom performance. The research involved 60 10th-grade students, divided into control and experimental groups. A pre-test was conducted, and the experimental group received formative assessment, while the control group did not. Post-tests revealed significant differences in mean scores. Students who participated in formative assessment achieved higher scores, highlighting the importance of incorporating formative assessment practices in secondary school education.

Evans, Zeun, & Stainer (2014) explored the development of a formative assessment journey, focusing on maximizing student engagement and enthusiasm while providing feedback to guide their learning. Data was collected using various methods, including teacher observations, student questionnaires, and focus group analysis. The study found that formative assessment techniques can generate high levels of engagement and positive responses from students. The incorporation of quiz-based elements and active learning also enhanced student enthusiasm. The spaced education format encouraged continuous learning, potentially more effective than intense study periods before final exams. Selvaraj & Wah (2021) conducted a qualitative research using a systematic literature review, analyzing the relationship between teachers' feedback and students' academic performance. The study found that feedback helps students identify their strengths, develop effective learning strategies, and address weaknesses. However, written feedback can sometimes have a negative impact on learners.

Assessment in education is crucial for making judgments about a learner's competence and providing feedback to guide learning. However, there is often tension between these roles, and integrating assessment and feedback is challenging due to changing perspectives, learners' perceptions, and culture's influence on feedback. In medical education, the boundaries between feedback and assessment are often blurred, and programmatic assessment models use the same data for both forms.

Incorporating feedback and assessment requires clarity of goal, assistance for students, and a commitment to an improvement-oriented culture. This requires a systemic and organizational effort to foster an environment where assessment and feedback contribute to learning and growth. For instance, Nahadi, Firman, and Farina (2015) investigated the impact of feedback on chemistry students' learning using formative evaluation. The results showed that providing formative evaluation feedback had a favorable effect on students' learning process, increasing motivation, enthusiasm, and engagement. Similarly, Waskito, Irzal, Wulansari, and Ya (2022) investigated the impact of formative assessment and active remarks on students' learning in higher education. The study included a pretest-posttest control group and a test sheet for formative tests. The results showed a significant improvement in students' academic achievement within the intervention group compared to the control group.

Formative evaluation is a crucial component of instruction and learning, as it has a reciprocal relationship with students' learning progress. Students' motivation plays a vital role in this relationship, and formative assessment contributes to their sense of autonomy, competence, and relatedness. Jacoby, Heugh, Bax, & Branford-White (2014) found that students felt a greater sense of autonomy and competence when they perceived that formative assessment was used more frequently, leading to higher levels of autonomous motivation.

Peat, Franklin, Devlin, and Charles (2005) conducted research assessing the effects of formative evaluation opportunities on student learning. They found that promoting the utilization of assessment resources is likely to enhance student learning outcomes. An intervention was designed to evaluate the effects of weekly online homework and quizzes as formative assessments on the learning outcomes of engineering students. The University of Queensland introduced a fundamental science course within an undergraduate degree in dental sciences in 2002, which included various learning activities such as lectures, tutorials, digital-based self-directed learning tasks, and practical sessions focused on the Metabolism and Nutrition unit.

William, Lee, Harrison, and Black (2004) found findings regarding secondary school pupils' academic performance while using formative evaluation strategies implemented in their classrooms. The study involved twenty-four teachers who received support over six months to explore and plan their approach to formative assessment. The findings indicated a mean effect size of 0.32, suggesting a favourable effect on the performance of students due to the application of techniques for formative evaluation.

Robinson (2019) found that most teachers had a good understanding of formative assessments and how it affects student motivation. However, some teachers mixed up formative assessments with other types of tests that measure overall performance (summative assessment). Half of the teachers believed that formative assessments had the biggest impact on inspiring pupils to gain knowledge, while the other half believed other factors had the biggest impact on motivating students to learn.

Kirki (2016) conducted a case study of University Campus regarding the perceptions of teachers and students on internal assessment procedures in the semester system. The results pointed to implementation flaws in the evaluation system, including instructors' biasness, test administration delays, and instructors' unwillingness to participate. Teachers also faced issues such as unclear schedules, inadequate remarks for instructors, worries about learners treating internal assessments less seriously than final examinations, and little administrative support.

Studies show formative assessment boosts student motivation, engagement, and learning outcomes. It encourages constructive feedback and improves teaching techniques. Effective implementation, teacher support, clear purpose, and timely feedback create a supportive learning environment, positively impacting academic performance, learning attitudes, and self-control abilities. The literature review suggests that no research that provides meaningful insights into the impact of formative assessment on university students' learning has been carried out in the setting of the English Department at Islamia College Peshawar.

Methods

This cross-sectional research utilized a quantitative method, using systematic random sampling to select 3rd and 4th-year students from the English Department at Islamia College Peshawar. An online survey was used to collect data on the impact of formative assessment on their performance, achievement, and motivation. The research methodology and question arrangement were based on Denscombe (2003), and descriptive statistics were used for data analysis. Surveys are versatile data collection methods, aiming to understand collective traits, inclinations, viewpoints, and convictions. The internet survey was chosen due to its quick, cost-effective, and convenient nature, making it a convenient choice for researchers with limited time and resources.

Participants

Sampling is a method used by researchers to select a specific amount of information from a larger group, allowing for generalization to a larger population (Touvila, 2023). The researcher used probability sampling and systematic random sampling to collect data from English Department Islamia College Peshawar students, obtaining random selections at predetermined intervals.

The Islamia College Peshawar undergraduate English majors ($n = 42$) were included in the study's sample. Male and female students in the English Department's sixth and eighth semesters, with an average age of 23, participated in the survey, which the researcher used to gather data. This research study involved five male students from the sixth semester and seven male students from the eighth semester, while the online

survey was completed by 19 female students from the sixth semester and 11 female students from the eighth semester. Because the researcher is a BS English undergraduate, the researcher chose this demographic. Additionally, for convenience, the researcher chose individuals from the same department.

The respondents' demographic data is displayed in Table 1. 71.4% of female students and 28.6% of male students took part in this online survey.

Table 1. Demographic Data

<i>Gender</i>	6th Semester	8th Semester	Total	Percentage
<i>Male</i>	5	7	12	28.6%
<i>Female</i>	19	11	30	71.4%
<i>Total</i>	24	18	42	100%

Instrument

A questionnaire administered via an online survey form served as the survey tool for the students. In addition to the demographic questions, there were 15 closed-ended questions about the relationship between formative assessment and learning outcomes, the influence of instructors' feedback on students' learning, and the impact of formative assessment on students' motivation, engagement, and learning. A 5-point Likert scale, which goes from strongly agree to strongly disagree (strongly agree, agree, disagree, and strongly disagree), was used to systematically order the survey's research questions based on the study's topics. The impact of formative evaluation on students' performance is the subject of the first six questions. Feedback in formative assessment is the subject of the following three questions. Formative assessment and learning outcomes are the topics of questions eleven through twelve. Students' opinions about formative assessment are included in the final three questions. The survey's questions are tailored to the goals of the study and the gaps identified by a literature analysis.

Data collection

A survey was conducted on 6th and 8th-semester students using Google Forms, focusing on formative assessment's impact on their involvement, learning, and motivation. The survey included 15 items, with participants being informed about its purpose and taking less than 10 minutes. The questionnaire was distributed to 45 students, with 42 taking part and completing it. The survey questions examined students' engagement, motivation, knowledge of course objectives, and feedback's effect on learning. The exact number of students from each semester of the English Department was determined through quantitative analysis. The study's findings offer insights into university students' perceptions of formative evaluation's role in the educational process.

Results

This section analyses the findings of the study inferred from the data.

Table 2 has six statements that all centre around the idea that students benefit from formative assessment when it is used consistently throughout the learning process. Regarding how well the formative assessment method evaluates their performance, the students have varying viewpoints. Students' motivation to actively engage in their

studies through formative evaluation was the subject of the first question. The majority of the 42 students who took part, or 57% of the total, agreed with the statement, while 15 students, or 36% of the total, strongly agreed. No student disagreed or strongly disagreed with the statement, indicating that no student rejected the notion that formative assessment promotes students' active participation. Just 7% of students were unsure whether or not formative assessment motivates them to participate.

The second statement enquires about how formative evaluation has increased pupils' confidence and self-assurance. The results of the second statement (Table 2) indicate that students had a favourable opinion of formative assessment; almost 26% of students out of 100% strongly agreed, and 62% of students agreed that formative assessment significantly boosts their confidence and self-belief. Ten percent of students were still unsure about the statement, though. This might be as a result of students not paying attention to this part of their education or not understanding how formative evaluation affects their confidence level. While no student strongly disagreed with the statement, 2% of students objected because they might not feel more confident while conducting formative assessment.

According to the findings in the third statement, students firmly feel that formative assessment is an effective teaching strategy (Table 2). Nine students, or 45% of the total, agreed that formative assessment helps students actively participate in their education, which leads to better academic performance and a deeper understanding of the subject matter. Twenty-three students, or 55% of the total 42, strongly agreed that formative assessment is a useful educational tool that helps students identify the areas where they need to improve. There was not a single student who expressed doubt, disagreement, or extreme disagreement. The fact that there were no negative answers indicates that formative assessment positively affects students' educational experiences.

Thirteen (31%) students strongly agreed with the statement, while twenty-six out of forty-two students, or 62% of the total, felt that formative evaluation motivates them to actively participate in class discussions and activities (Table 2). Five percent of students were unsure about this issue, however just one student (2%) out of 42 disputed that formative evaluation encourages students to engage with the material more deeply and actively, and no student strongly disagreed. The absence of severe disputes indicates that respondents do not strongly oppose the notion of increasing student engagement, despite the possibility of widely differing impressions.

The equitable assessment of students' achievement in the formative assessment system was the subject of the fifth statement (Table 2). When formative assessment is done well, it may provide a fair evaluation of students' performance within the framework of their learning journey, according to 67% of students who agreed and 19% who strongly agreed. This suggests that most students believe formative assessment may provide an impartial assessment of their work. Ten percent of students were unsure about the statement due to uncertainty or ignorance. Five percent of students disagreed, though, since they believed that formative assessment's ability to

gauge overall performance was limited. That formative assessment does not seek to offer a thorough assessment of a student's performance was not significantly disputed by any of the students.

Statement 6 indicates that people responded favourably. 31% of students strongly agreed and 55% of students agreed that formative evaluation is used to determine a student's strengths and weaknesses in a topic (Table 2). Nonetheless, a significant portion of students (7%) expressed hesitancy and 7% disagreed with the assertion, indicating that they had doubts regarding the usefulness of formative assessment in determining a subject's strong and weak points. None of the pupils, however, disagreed with the assertion in a significant way. The aforementioned results demonstrated that most students thought the formative assessment approach was useful and successful in assessing their performance and determining their areas of strength and weakness, which helped them to enhance their learning.

Table 2. Formative Assessment and Students' Motivation, Engagement, And Achievement

No	Statements	SA	A	U	DA	SDA
1	Formative assessment motivates you to actively engage in your studies.	36%	57%	7%	0%	0%
2	Formative assessment increases your confidence and self-belief.	26%	62%	10%	2%	0%
3	Formative assessment helps you identify the areas where you need to improve your studies.	55%	45%	0%	0%	0%
4	Formative assessment encourages your active participation and engagement in class.	31%	62%	5%	2%	0%
5	Formative assessment provides a fair evaluation of your performance.	19%	67%	10%	5%	0%
6	Formative assessment provides a clear indication of your strengths and weaknesses in the subject matter.	31%	55%	7%	7%	0%

Note: SA = strongly agree, A= agree, U= uncertain, DA= disagree, SDA= strongly disagree

Twenty-two (52%) out of the 42 respondents strongly agreed that children learn more when they receive feedback from teachers during formative assessments (Table 3). Furthermore, a significant degree of agreement on the beneficial impact of teacher feedback on students' learning during formative assessment was demonstrated by the 16 (38%) students who agreed with the statement. While none of the students strongly disagreed and only 7% of students expressed confusion, just one student (2%) disagreed, showing that they do not think that input from teachers during formative assessment promotes learning. These student replies demonstrate that the instructor's input during the learning process is seen favourably.

Sixty-two percent of students believed that formative evaluations allow pupils to receive feedback that helps them learn and explore new concepts (Table 3). Just 12% of students were unsure whether or not teacher feedback aids in their exploration of novel concepts, whereas 24% of students agreed with the assertion. Two percent of the students disagreed with the statement, although none of them strongly disagreed.

According to the survey's findings, a sizable portion of respondents are adamant that formative assessment feedback helps them learn more and be more creative by encouraging them to consider novel concepts.

Seventy-eight percent of survey respondents agreed or strongly agreed that receiving feedback in a formative evaluation approach improves their comprehension of the material. Of the kids, 14% had questions regarding the assertion (Table 3). This demonstrates that the students may not be completely conscious of how much feedback enhances their understanding of the subject. This ambiguity could be brought on by how consistent the input they have gotten has been. Three pupils, or 7% of the total, disagreed with the assertion, and none of them strongly disputed that receiving comments improved their comprehension of the material. Although there was some disagreement since different students had different perspectives on formative assessment, the results indicate that the use of feedback in formative evaluation has an impact on students' learning and accomplishment.

Table 3. Effect of Teachers’ Feedback on Students Learning

No	Statements	SA	A	U	DA	SDA
7	In formative assessment, feedback from the teacher motivates you to improve your work.	52%	38%	7%	2%	0%
8	Formative assessment feedback helps you to explore new ideas and improve your learning.	24%	62%	12%	2%	0%
9	Feedback in formative assessment has enhanced your overall understanding of the subject.	21%	57%	14%	7%	0%

According to statement ten, formative assessment is a legitimate way to gauge students' learning achievements (Table 4). Fifty percent of participants agreed with this statement, and fourteen percent of students strongly agreed. This implies that a sizable portion of respondents firmly think formative assessment accurately reflects their learning objectives. While 7% of students disagreed with the statement, 25% of students were unsure and lacked firm opinions. They don't think formative evaluation is a reliable way to gauge pupils' development. The notion that formative assessment is a reliable measure of students' learning outcomes was accepted by all of the students.

One effective method for gauging students' comprehension of the course material is formative assessment (Table 4). Thirty-one (74%) of the forty-two students who replied agreed with this statement, while twelve percent strongly agreed. The assertion was not strongly disagreed with by any of the kids. Three students (7%) expressed uncertainty, while the remaining 7% disagreed with the assertion that formative assessments are ineffective in measuring students' comprehension of the course material. The findings demonstrate how formative evaluation is regarded as an

effective assessment technique for figuring out whether or not students have grasped the course material.

There are differences in the responses to the statement on the significance of formative assessment in comprehending course objectives (Table 4). Because of their experiences with the formative assessment method, some students agreed while others disagreed. Approximately 74% of students said that understanding course goals was aided by formative assessment. 55% of students agreed with the statement, while 19% of the vast majority of 74% strongly agreed. While none of the students strongly disagreed, 14% of the participants were unclear about the statement and 12% disagreed that formative assessment is important for understanding.

Table 4. Formative assessment and learning outcomes:

No	Statements	SA	A	U	DA	SDA
10	Formative assessment fairly measures your learning outcomes.	14%	50%	29%	7%	0%
11	Formative assessment effectively measures your understanding of the course material.	12%	74%	7%	7%	0%
12	Formative assessment plays an important role in understanding course objectives.	19%	55%	14%	12%	0%

Table 5 shows that 52% of students agreed with the assertion that formative assessment has a substantial impact on students' development of critical thinking. Of the pupils, 14% expressed doubt and 24% firmly agreed. The statement was disagreed with or strongly disagreed with by 9% of respondents. The lack of strong disagreement suggests that students do not strongly disagree with the notion that formative assessment fosters the growth of critical thinking skills. This implies that a significant portion of the students who took part in the poll felt that formative evaluation helps them develop their critical thinking abilities.

The fourteenth statement discussed the use of formative assessment to create a supportive and collaborative learning environment (Table 5). While 67% of students agreed with the statement, 21% strongly agreed. This implies that formative assessment may be used to foster a cooperative and encouraging learning environment. None of the respondents strongly disagreed with the statement, while 5% expressed confusion. Seven percent of the students disagreed that formative evaluation promotes a cooperative and encouraging learning environment.

According to the questionnaire's final statement, formative evaluation techniques enhance university-level learning experiences (Table 5). 4% of students opposed or strongly disagreed with the statement, whereas 52% and 31% of students agreed and strongly agreed with it, respectively. Additionally, 12% of students were unclear about the beneficial impact of formative assessment. The outcome demonstrates how most respondents view formative assessment as a means of enhancing and advancing university-level learning.

Table 5. Students' View About Formative Assessment

No	Statements	SA	A	U	DA	SDA
13	Formative assessment plays an important role in developing your critical thinking.	24%	52%	14%	7%	2%
14	Formative assessment fosters a collaborative and supportive learning environment.	21%	67%	5%	7%	0%
15	Formative assessment positively impacts learning experiences at the university level.	31%	52%	12%	2%	2%

Discussions

The findings of this research are concisely summarized in this section. Based on the above results, it is evident that formative assessment positively affects students' learning, and it should be used as a mean of evaluating the achievement of students in their learning process. The research discusses the first research objective which is to determine the effectiveness of the formative system of assessment in evaluating students' performance. The results indicate that the majority of students believed that formative assessment accurately measures students' performance, increases their confidence and self-belief, identifies their weaknesses and strengths, and encourages them to participate. Formative evaluations are intended to give detailed feedback on students' performance pointing out the areas where they need to improve.

Because they know that their understanding and efforts will be evaluated on a frequent basis, students stay actively engaged in the learning process throughout formative assessment. Formative assessments allow pupils to track their progress over time. Their commitment to the learning process is strengthened and encouraged by seeing how far they have come in the topic. The formative assessment approach highlights students' abilities and accomplishments, and when they receive encouraging comments from their professors, they become more confident and trustworthy. Feedback that is timely and consistent aids in students' development, learning, and exploration of novel concepts.

The conclusions are consistent with those of Mehmood, Hussain, Khalid, and Azam (2012), Ozan and Kincal (2018), and Moyosore (2015). According to their research, formative evaluation greatly enhances students' learning and self-regulation abilities. However, the demographic and instrument utilised in the current study and the aforementioned investigations are different. While Ozan and Kincal concentrated on the effects of formative assessment on fifth-grade students, Moyosore (2015) and Mehmood, Hussain, Khalid, and Azam (2012) examined the effects of formative assessment on secondary school students. These studies used pre- and post-tests and observations, while this study used a questionnaire to examine the effects of formative assessment on university students' learning.

Examining how teachers' feedback affects students' learning through formative assessment is the second research goal covered in this study. It is clear from the research findings that most respondents think that students' learning and comprehension are greatly impacted by teachers' constructive criticism during formative assessments. Students are inspired to take greater action in response to

comments when they see improvements and changes in their work. Students are more inclined to investigate and put new concepts into practice when their efforts are recognised and appreciated. Students are more likely to show resilience in the face of academic challenges when teachers provide insightful feedback on their learning.

Although the outcome of this study goal is different from other demographic studies, it is consistent with the findings of previous studies. According to (Selvaraj and Wah, 2021), students who receive positive feedback from their professors are better able to identify their strengths and limitations and are guided in creating efficient learning methods for future development. While the current research focusses on the influence of feedback on students' learning at the university level utilising a formative assessment method, rather than on written feedback and its effects on students, they also discussed the detrimental effects of written feedback on students.

Assessing the accuracy of formative assessment in measuring students' learning outcomes is the third study goal. The outcome revealed a favourable reaction. According to the students, formative assessment accurately gauges learning outcomes and their comprehension of the subject matter, and it also helps them comprehend the goals of the course. Formative assessment is linked to the course's learning aims and objectives. Teachers can determine which course objectives need adjustment or more attention by using effective formative evaluation. This method aids in the gradual development and optimisation of course design.

Formative assessments assist teachers in monitoring students' development during the learning process. The teacher's evaluation provides valuable insights into how effectively students comprehend the course material and meet learning objectives. Active engagement with the course materials is encouraged by formative evaluation. When students actively participate in formative evaluation, they get a deeper comprehension of the course material. The third objective answer is comparable to that of Martins (2018), who discovered that formative assessment can improve students' comprehension of learning outcomes as accurately quantified. The distinction is that, whereas this study does not specifically address the influence of online formative assessment on students' learning results, Martins (2018) examines the weekly impact of online formative assessment on engineering students' academic objectives.

Conclusion

Students' learning is shaped and improved via formative evaluation. By influencing the development of critical thinking, creating a supportive learning environment, encouraging active involvement, building confidence, and solidifying students' understanding of the course material, formative assessment improves learning experiences at the university level. The study's conclusions demonstrated that because students are eager to learn and familiarise themselves with new concepts, they support an appropriate formative assessment approach. Regular formative testing reduces the stress associated with summative evaluation (final exam). Regular feedback helps students feel less stressed during summative assessments. Additionally, they think that

formative assessment feedback has a big impact on how well they comprehend what they are learning.

Both teachers and students benefit from regular and timely feedback on students' performance; students learn about their strengths and weaknesses as well as areas for improvement when they receive feedback from their teachers; formative assessments also help teachers understand how effective their teaching strategies are; if students struggle to understand a concept, teachers can adjust their methods to meet the needs of the students; and they encourage students to focus more on the learning process than grades and foster critical thinking about the material covered in class.

Recommendations

Students' perceptions and the ways in which formative assessment methods impact their learning, comprehension, and critical thinking are the subjects of this study. Since instructors are essential to formative assessment and since student engagement may be impacted by teacher-student interactions, future studies should examine formative evaluation from the viewpoints of teachers. Another suggestion is that since this study focused on how formative assessment affects university students' learning, future researchers might look at how formative assessment affects students' communication skills development. The third suggestion is that as technology advances, a researcher may use various educational applications and online examinations to investigate how effectively formative evaluation methods can be enhanced through online learning.

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